

Robert Russa Moton 18-19 Transformation Plan

	17-18 Challenge	18-19 Solution	Intended Results
Academic	-Outdated Curriculum	Tier I Curriculum <ul style="list-style-type: none"> Eureka Math Wit and Wisdom 	Students are now being exposed to TIER I Curriculum as recommended by the LDOE. This curriculum addresses the major Common Core shifts: <ol style="list-style-type: none"> Eureka Math-moving from a procedural understanding of mathematical concepts to conceptual. Wit and Wisdom- understanding rich text with emphasis on understanding vocabulary in context as well as evidence-based writing.
	-Universal Screener	i-Ready	This universal screening program was selected in order to give us baseline data on whether or not our students are performing on grade level in Reading and Math. It also highlights specific areas of deficiency in both content areas and provides targeted lessons for students based on individual performance.
	-Technology	10 ipads per class (K-2) 1:1 devices/Chromebook(3rd-8th)	All students have access to technology for web based programs that assist with learning and growth. Additionally, for students in grades 5th-8th, the Chromebooks will allow them the opportunity for extra practice throughout the school year with word processing programs as well as the type of technology enhanced items that will be assessed on LEAP 2025.
	-Intervention Plan	Daily School Wide Intervention Plan	All students receive intervention daily in a variety of ways. Students in grades K-4 receive an hour of daily intervention in which they spend 30 minutes on their 1:1 device using I-ready's adaptive learning program in both reading and math. The other 30 minutes is spent working in a small groups receiving direct instruction in skills that students are deficient in. Monday, Wednesday, and Friday are dedicated to reading. Tuesday and Thursday are dedicated to math.
Culture	Absence of Extra- Curricular Activities	Implementation of the following activities: Band, Visual Art, Dance, Physical Education, Computer Technology, Football Basketball, Cheerleading, Majorettes Flag Twirlers Book Club	Research has shown that students who participate in EC activities usually show more interest in school overall and are generally tend to fair out better both academically and socially than their less involved peers. Here at Moton, our goal is to develop the "whole child" and to tap into as many of their talents that we can find.
	-School Wide Behavior System	PBIS	The goal of our PBIS program is to create a positive school climate, in which students learn and grow. In short, student a foster feelings of: <ul style="list-style-type: none"> ● Respect ● Engagement in learning

	Aesthetics	Addition of Art/Vibrancy	<ul style="list-style-type: none"> ● Involvement in school life ● Shared vision ● Involvement of teachers, students, and families ● Safety <p>The intent is for all stakeholders, including students and parents to walk into the building and feel and sense of warmth and belonging. As such, bulletin boards were added, murals were painted and student work adorns the halls.</p>
Staffing	<p>Number of teachers</p> <p>No Enrichment Teachers</p> <p>Minimal instructional support staff</p> <p>Inconsistent student support staff</p>	<p>Staffing increased by approximately 50% for the 18-19 school year</p> <p>6 Enrichment Teachers were hired</p> <p>paras, interventionists, instructional coaches were hired</p> <p>A full time social worker, student support coordinator, and 2 full time deans of students were hired</p>	All staffing decisions were made based on the need to ensure that students and teachers receive adequate and consistent support throughout the school year.
Professional Development and Coaching	<p>Quality Professional Development</p> <p>Compass Evaluations</p> <p>Coaching</p>	<p>Weekly Professional Development Sessions around pedagogy and best practices</p> <p>Meetings around the Compass Rubric</p> <p>Tiered Support Planned</p>	<p>These development sessions are designed to ensure that teachers receive ongoing training and opportunities to collaborate and ask clarifying questions when needed.</p> <p>Teachers were provided the evaluation rubric early in the first semester so that they will proactively know and understand what their evaluators will be looking for when they visit. The goal is to ensure that all teachers are providing top quality instruction that is rigorous and relevant and that aligns with the Louisiana State Standards.</p> <p>Differentiated support based on teachers areas of deficiency as observed from both formal and informal observations.</p>
SPED	ICAP	State Monitor	To be removed from Tier III Corrective Action and

		<p>SPED Consultant</p> <p>Student Support Coordinator</p> <p>Student Assistance Team (SAT)</p> <p>Response to Intervention Team (RTI)</p>	<p>continue to implement all aspects of our Special education program with fidelity.</p>
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